

Taking a Bite of the Core Standards



Focus on Informational Text

North Penn School District
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Welcome!



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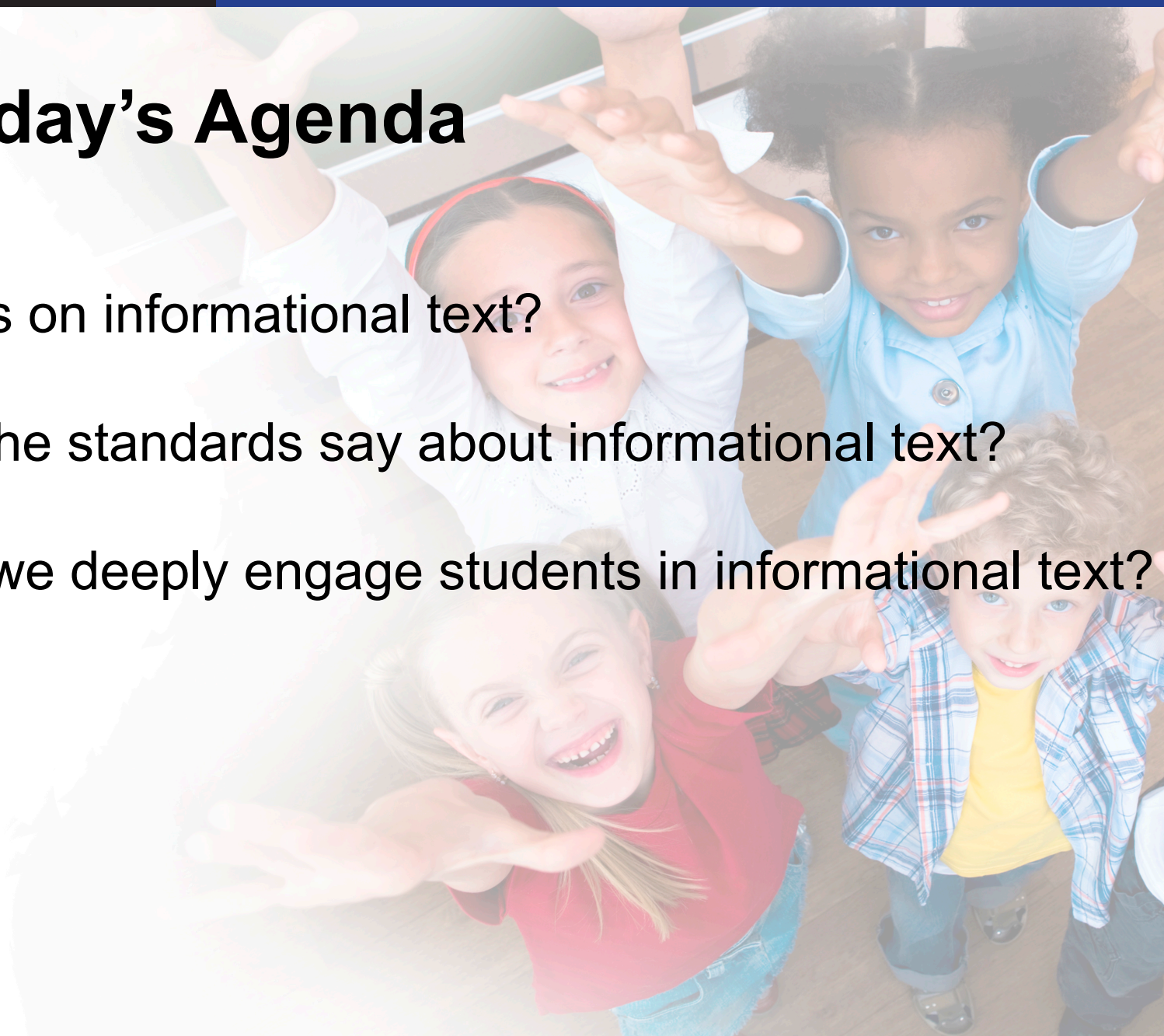
<http://de-npsd.wikispaces.com/In-service+November+5%2C+2013>

http://todaysmeet.com/NPSD_Literacy_Nov5



Today's Agenda

- **Why** focus on informational text?
- **What** do the standards say about informational text?
- **How** can we deeply engage students in informational text?



Today's Learning Targets:



- ◎ I CAN explain the role of informational text in the PA Core Standards.
- ◎ I CAN describe instructional strategies to engage my students in close reading informational text.

A portrait of students who meet the standards:

They become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They establish a base of knowledge across a wide range of subject matter.

They adapt their communication in relation to audience, task, purpose, and discipline.

They are engaged and open-minded – but discerning – readers and listeners.

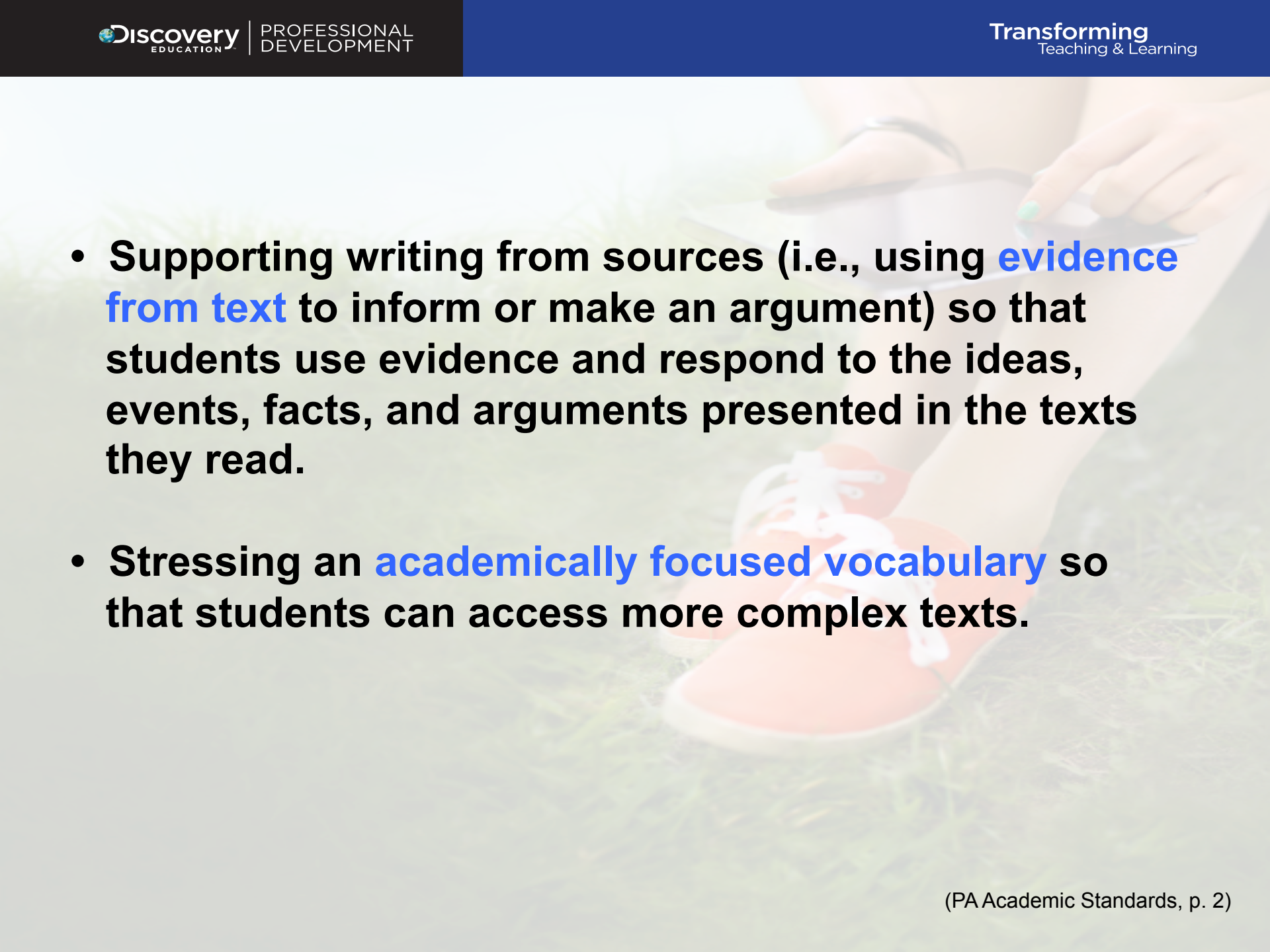
They use relevant evidence.

They use technology and media strategically and capably.

They come to understand other perspectives and cultures.

With a focus on college and career readiness, these instructional shifts are evident throughout the PA Core Standards:

- **Balancing the reading of informational and literary texts** so that students can access nonfiction and authentic texts, as well as literature
- Focusing on **close and careful reading** of text so that students are learning from the text
- Building a staircase of **complexity** (each grade level requires a “step” of growth on the “staircase”) so that students graduate college or career ready.

- 
- Supporting writing from sources (i.e., using **evidence from text** to inform or make an argument) so that students use evidence and respond to the ideas, events, facts, and arguments presented in the texts they read.
 - Stressing an **academically focused vocabulary** so that students can access more complex texts.



Balancing the reading of informational and literary texts

- Much of our knowledge base comes from informational text.
- Informational text makes up vast majority of required reading in college/workplace (80%).
- Informational text is more challenging for students to comprehend than narrative text.
- Historically, students are asked to read very little of it in elementary (7 - 15%) and middle school.
- Over the course of a day, instruction should provide a balance of informational and literary text.

50:50 at elementary level

75:25 at secondary level (includes ELA, science, social studies)



Use evidence from text

- Most college and workplace writing is evidence-based and expository in nature.
- Ability to cite evidence differentiates student performance on NAEP.
- Standards in writing ask students to respond to evidence-based writing prompts (inform/argue).
- Standards in speaking and listening require students to prepare for and refer to evidence on ideas under discussion.
- Standards in reading require students to respond to text-dependent questions with evidence-based claims.



Close and careful reading

Close reading stresses engaging with a text of sufficient complexity directly and examining its meaning thoroughly and methodically.

It emphasizes using texts of grade-level-appropriate complexity and focusing student reading on the particular words, phrases, sentences, and paragraphs, encouraging students to read and re-read deliberately.

What do the standards
say about informational text?



PHASE 1

1. Form a group of 6-8, representing as many grade levels as possible.
2. In your group, build the K-12 progression of the **Reading Informational** standards 1 - 9.

Check your accuracy with the “answer key” on the wiki.
Keep the standards in place on the tables.

First, ask yourself these questions.
Then, ask a group member.

- How would you describe the standards' K-12 progression?
- What is important about the progression?
- How can the K-12 progressions be used to plan instruction?

PHASE 2

1. Form grade-level groups.
2. Gather at a table so you can closely examine the standards as they are laid out.
3. Identify a 1-3 word “nickname” that identifies the key learning of each standard.
[Example: #1 = “text evidence”]
4. Write each nickname on a separate sticky note and place it on its standard.

Examine this new progression –
from Standard 1 through 9.

First, ask yourself.

Then, ask a group member.

- What do you notice about this progression **across** the standards?

Determine the category of your cluster of standards:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Key Ideas & Details



A: main idea

B: text analysis

C: text analysis

Craft & Structure



D: point of view

E: text structure

F: vocabulary

Integration of Knowledge & Ideas



G: diverse media

H: evaluating arguments

I: analysis across texts

Key Ideas & Details



WHAT DOES THE TEXT SAY?

What is the gist/central idea?

What is the specific textual evidence used to support the central idea?

Craft & Structure



HOW DOES THE TEXT SAY IT?

How does the author support the central idea with ideas and details?

What are the sources of information and fact?

Are they credible, relevant, and current?

Integration of Knowledge & Ideas



WHAT DOES IT MEAN & WHY DOES IT MATTER?

What does the author want the reader to believe?

What implications follow these concepts?

Close reading

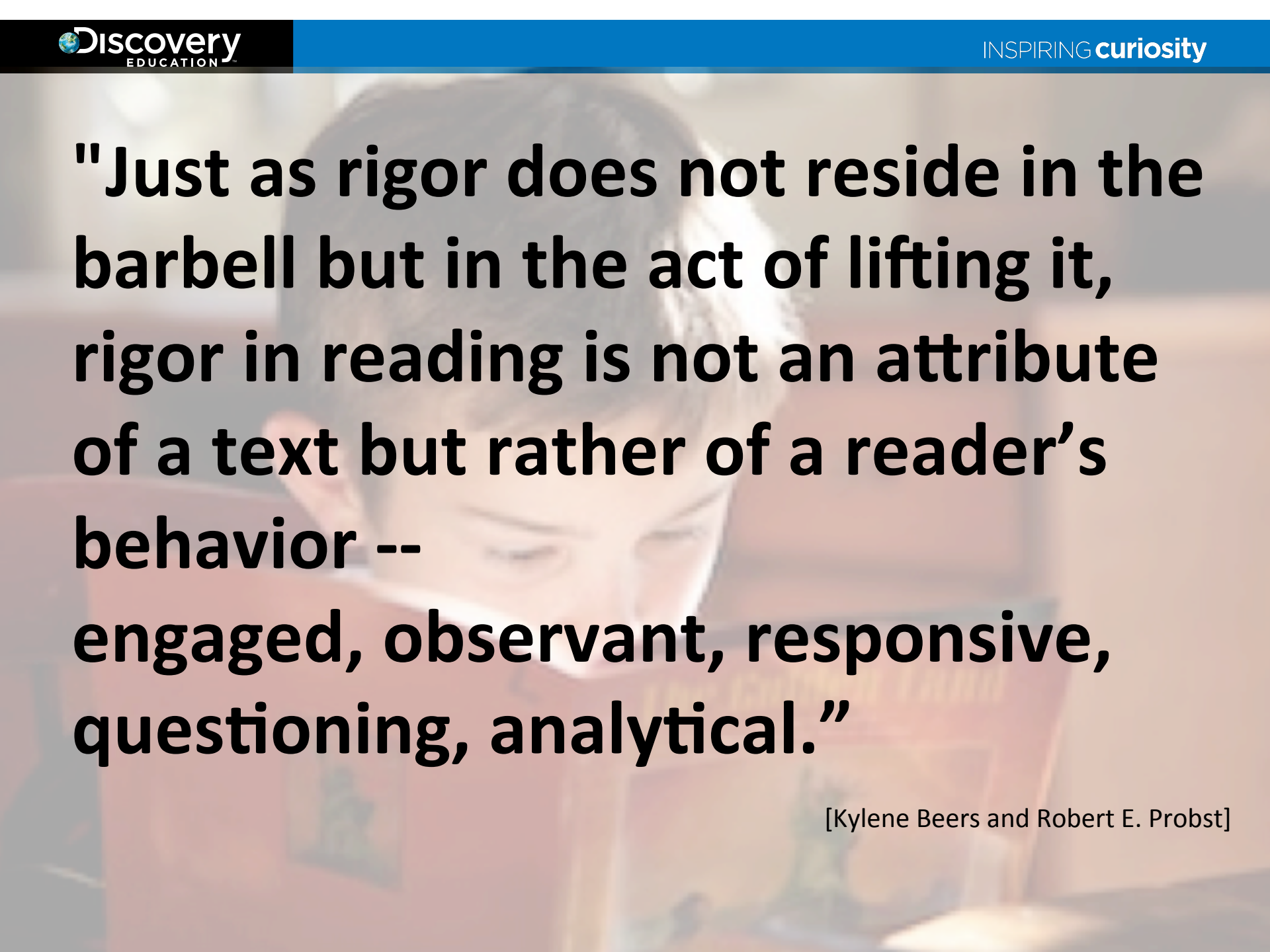
What does it say?

How does it say it?

What does it mean and why does it matter?

How can we deeply engage students in informational text?



A young girl with dark hair is shown from the chest up, looking down at an open book she is holding. The background is a blurred library or bookstore with bookshelves. The text is overlaid on the right side of the image.

"Just as rigor does not reside in the barbell but in the act of lifting it, rigor in reading is not an attribute of a text but rather of a reader's behavior -- engaged, observant, responsive, questioning, analytical."

[Kylene Beers and Robert E. Probst]

Close and careful reading

- Close reading means reading to uncover layers of meaning that lead to deep comprehension.
- Effective readers engage in close reading to extract the most meaning from complex text.
- Close reading is a process that entails reading and rereading multiple times, each time with a different purpose and focus.
- It is cognitively demanding.
- Close reading is effective for whole-group or small-group instruction.
- “A rich text simply cannot be understood and appreciated by a single read, no matter how skilled and motivated the reader.” (Wiggins)

Read like a detective...

- Read small chunks of text slowly and think about the gist.
- Reread each passage one sentence at a time.
- Underline things that you understand or know something about.
- Circle words that you do not know.
- Talk with others about your ideas.
- State the gist or message of the paragraph in the margin.
- Listen carefully to the questions.
- Go back to the text to find answers to questions.



Annotation

Read with a pen in hand
...but not like this!





**High-quality questions
help students read
complex text.**

Text-Dependent Questions Are...

- Questions that can *only* be answered with _____ from the text.
- Sometimes literal, but mostly inferential.
- Focused on word, sentence, and paragraph, as well as larger ideas, themes, or events.
- Focused on difficult portions of text in order to enhance reading proficiency.
- Also prompts for writing and discussion questions.

Let's talk about ...

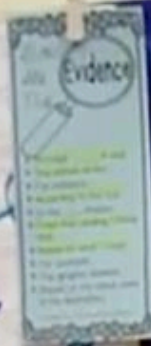
Text-Based Evidence

"The text states "

"My evidence is on ,

"I know this because ...

Finally I'd float softly to the ground



Read like a detective...



Read like a detective...

Read the article:

McDonald's to offer salad, fruit as a side

While you read, mark the details that explain WHY McDonald's will be offering salad and fruit to customers.



Read like a detective...

choice substitute pick swap options

Reread the rest of page 2 and circle the words or phrases that give a strong feeling or emotion.



Read like a detective...

Does McDonald's have **influence**?

Find evidence in the text to support your response.

Why is McDonald's offering salad and fruit?

...to promote healthy eating or
to improve sales performance?

Is the influence of McDonald's
positive or negative?

Cite sources to support your claim.



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Would you like a salad with that? McDonald's to offer alternatives to fries

By **Associated Press**, adapted by Newsela staff

Oct. 1, 2013 7:07 a.m.

Grade Level: **3**



+

MAX

1180L

1030L

870L

730L

—

NO
QUIZ

Watch like a detective...

What is the teacher doing?

What do you notice about the teacher's language?

What are the students doing?

What is evidence of their thinking?

What do you notice about the process?

How is interaction with the text(s) based upon:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas



Close and careful reading

**Texts that are
worthy**

**Foremost
focused on
meaning**

**Short
complex
passages**

**Limited
frontloading**

**Teach
annotation**

**Text-
dependent
questions**

**Repeated
readings**

Today's Learning Targets:



- ◎ I CAN explain the role of informational text in the PA Core Standards.
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Time to Plan: A Close Reading with a Text You Will Be Teaching

